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Research Article

The Relationship of Self-Esteem and Social Anxiety with the Self-Confidence of Madrasah Aliyah Students

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Abstract
This study was motivated by the importance of self-esteem and social anxiety in relation to students' self-confidence, where positive self-esteem promotes a sense of competence and worth, while high social anxiety can hinder self-expression and social interaction among students. The aim of this study was to determine the correlation between self-esteem and social anxiety, both partially and simultaneously, with self-confidence among grade XI students at Madrasah Aliyah. This study employed a quantitative correlational approach. The sample consisted of 94 students selected through simple random sampling from a population of 123 grade XI students. The research instruments used included self-esteem, social anxiety, and self-confidence scales in Likert-scale format. Data analysis was conducted using Pearson's Product Moment correlation test and multiple linear regression. The results indicated a significant positive correlation between self-esteem and self-confidence ($r = 0.598$, $p < 0.05$), as well as a significant negative correlation between social anxiety and self-confidence ($r = -0.350$, $p < 0.05$). Simultaneously, self-esteem and social anxiety significantly influenced self-confidence ($R^2 = 0.386$), with self-esteem contributing more dominantly. This means that the higher the self-esteem and the lower the social anxiety, the higher the level of self-confidence among students. These findings emphasize the importance of school programs that focus on strengthening self-esteem and managing social anxiety to support the development of students' self-confidence.

Keywords: self-esteem, social anxiety, self-confidence, students

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INTRODUCTION

Self-esteem is a positive or favorable attitude toward oneself related to one's personal belief in one's abilities, skills, and social relationships (Januaripin, 2024) Positive self-esteem allows a person to feel confident and capable of facing challenges. In addition, (Ansori et al., 2021) states that self-esteem is the respect or appreciation a person holds for themselves, which is related to the process of self-acceptance. This reflects how a person judges themselves whether they feel valued and recognized or not and the extent to which the individual feels capable, successful, and worthy, both for themselves and for others.

In addition, social anxiety, as explained (Pratiwi, et.al., 2019) is an irrational fear of social situations characterized by distress, leading to avoidance of the social environment. Elfarini dan Anastasya (2022) states that social anxiety is a persistent fear of social situations and fear of being evaluated, embarrassed, or humiliated by others. Furthermore, according to (Permadi & Situbondo, 2022) social anxiety is an excessive feeling of fear and worry when an individual is in a social situation or among many people, arising from fear of receiving negative judgment from others, making the individual feel more comfortable when alone. Students with social anxiety tend to withdraw, find it difficult to speak in public, and feel uncomfortable interacting with peers.

On the other hand, self-confidence is an attitude that enables a person to develop self-awareness, think positively, achieve everything they desire, and hold a belief in the meaning of life, enabling them to achieve various goals and carry out what they want to do (Perdana, 2019). Another view was put forward who defines self-confidence as the belief that enables a subject to overcome a problem with the best possible outcome and provide something pleasant for others. Self-confidence itself manifests as an expression of healthy self-esteem. Students with high self-confidence tend to be more active, braver in taking risks, and more optimistic in facing challenges, however, social anxiety can hinder this development and create a difficult cycle of problems to break (Mahsunah & Muhimmatul, 2023).

Several previous studies provide various important findings related to the relationship between self-esteem, anxiety, and self-confidence. One relevant study was conducted (Ramadhita et al., 2023) on "The Relationship between Self-Esteem and Social Anxiety in Adolescents." This study demonstrated the importance of improving self-esteem to reduce social anxiety in adolescents. In a 2022 study at SMAN 1 Sumedang, it was found that 51.9% of adolescents had low self-esteem and 55.5% experienced social anxiety. This result provides evidence that low self-esteem increases social anxiety in adolescents, which requires school support for self-development.

Previous studies have highlighted the relationships between self-esteem, social anxiety, and self-confidence among students. (Ningsih & Awalya, 2020) found a significant positive relationship between self-esteem and self-confidence among vocational high school students, indicating that students with higher self-esteem tended to report higher self-confidence. Meanwhile, (Wardhana, et.al., 2024) reported a significant negative relationship between social anxiety and self-confidence among adolescents. These findings suggest that students' evaluations of themselves and their experiences of anxiety in social situations may be relevant to understanding their self-confidence. However, further examination of these relationships

among Madrasah Aliyah students is important, particularly when self-esteem and social anxiety are considered together in relation to self-confidence.

Several previous studies have shown a relationship between self-esteem and social anxiety with student self-confidence. All three studies revealed that self-esteem plays an important role in increasing self-confidence and reducing social anxiety. Students with low self-esteem tend to experience social anxiety, which has a negative impact on their self-confidence.

Based on interviews with guidance and counseling teachers at Madrasah Aliyah, some grade XI students exhibited behaviors of withdrawing from the social environment, appearing hesitant when asked to perform in public, and showing discomfort when interacting, such as avoiding eye contact or speaking softly. The guidance and counseling teachers explained that such students tend to lack a positive view of themselves and still rely on external encouragement to be brave enough to perform. Students typically show doubt about their own abilities and are reluctant to take an active role, especially in social situations. In the teachers' observations, there is a connection between how students value themselves, the anxiety that arises in social situations, and their courage in expressing their potential.

Based on interviews with grade XI homeroom teachers at Madrasah Aliyah, some grade XI students exhibited behaviors reflecting a lack of confidence in their own abilities. Even though students have academic or non-academic potential, they are often reluctant to present themselves, compare themselves to friends, or refuse when given the opportunity to perform. According to the homeroom teacher, this attitude is related to how students view and judge themselves, indicating that a positive self-view, or so-called self-esteem, has not been optimally formed. In social situations, some students appear anxious, nervous, and show signs of tension when required to speak or take an active role. The homeroom teacher also noted a connection between students' self-esteem, the level of anxiety that arises during social interaction, and students' confidence in taking on roles or actively participating in learning and social activities.

Based on observations at Madrasah Aliyah on May 19, 2025, some grade XI students exhibited behaviors reflecting low self-confidence, such as reluctance to perform in front of the class, hesitancy in participating, and withdrawal from social interaction. These students also appeared to experience social anxiety, characterized by nervousness and anxiety when speaking or actively participating in learning and social activities. This condition indicates that their self-esteem has not yet been optimally formed. These findings reinforce the close relationship between self-esteem, social anxiety, and self-confidence among students participating in the school environment, so special attention and effort are needed to develop self-esteem and manage social anxiety to increase student self-confidence.

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Students who lack self-esteem tend to exhibit hesitation in expressing their abilities and avoid engaging in social situations. When self-confidence is not firmly established, they often feel unprepared to perform, express opinions, or take an active role. In this condition, social anxiety becomes an obstacle that weakens the courage to communicate and interact effectively, which is an important skill in social life. Self-confidence also does not develop easily because

students feel uncomfortable expressing themselves in front of others. Therefore, understanding the correlation between self-esteem and social anxiety with self-confidence is important for creating a school environment that supports students' optimal development. Based on the above description, this study aims to determine the correlation between self-esteem and self-confidence, the correlation between social anxiety and self-confidence, and the simultaneous correlation between self-esteem and social anxiety with self-confidence among grade XI students at Madrasah Aliyah.

RESEARCH METHOD

Research Design

This study used a quantitative approach with a correlational design. According to (Sugiyono, 2011), a quantitative approach is grounded in positivism and is used to test hypotheses through statistical analysis. Correlational design is used to identify the direction and strength of the relationship between variables based on the data obtained, without giving any treatment or manipulation to the research variables (Creswell & Guetterman, 2021). This study involved self-esteem (X1) and social anxiety (X2) as independent variables, and self-confidence (Y) as the dependent variable. This design was used to test: (1) the relationship between self-esteem and self-confidence; (2) the relationship between social anxiety and self-confidence; and (3) the simultaneous relationship between self-esteem and social anxiety with students' self-confidence.

Research Target/Subject

The population of this study consisted of all grade XI students at Madrasah Aliyah in the 2024/2025 academic year, totaling 123 students, comprising 26 students in class XI-A, 25 in XI-B, 24 in XI-C, 24 in XI-D, and 24 in XI-E. The research sample consisted of 94 students. The sample size was determined using the Slovin formula with a 5% margin of error, and the sample was selected using the simple random sampling technique. The sample comprised 26 students from class XI-A, 24 from XI-B, 20 from XI-C, and 24 from XI-D. Class XI-E was used as the instrument try-out group and was therefore not included in the main research sample.

Research Procedure

Data collection was carried out through several sequential stages. First, the research instruments were prepared based on the theoretical foundations of each variable and validated for content by three experts with a background in Guidance and Counseling and psychology, who assessed the suitability of the indicators, the clarity of the wording, and the feasibility of the statement items. Second, the instruments were tried out on 24 grade XI-E students at Madrasah Aliyah who were not included in the main research sample, followed by an item validity analysis to determine the final, valid items for each scale. Third, the finalized questionnaire was distributed online via Google Forms to the 94 students designated as the research sample, preceded by an explanation of the research purpose, data confidentiality, and instructions for completing the instrument. Finally, the collected responses were checked for completeness before proceeding to data processing and statistical analysis.

Instruments, and Data Collection Techniques

Research data were collected using a psychological scale questionnaire with a four-point Likert model, namely Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The scale did not provide a neutral option in order to reduce respondents' tendency to select a middle answer. Each instrument consisted of favorable and unfavorable statements, with a reversed scoring system applied to the unfavorable statements. Three instruments were used in this study. First, the self-esteem scale was adapted from Lase's (2024) instrument, based on Coopersmith's theory, covering the aspects of power, significance, virtue, and competence. Second, the social anxiety scale was adapted from Karima's (2023) instrument, based on the theory of La Greca and Lopez through the Social Anxiety Scale for Adolescents (SAS-A), covering fear of negative evaluation, social avoidance and distress in new situations, and social avoidance and distress in general. Third, the self-confidence scale was adapted from Lase's (2024) instrument, based on Lauster's theory, covering belief in one's own abilities, optimism, objectivity, responsibility, and rationality and realism. The wording of each item was adjusted to the characteristics and comprehension level of grade XI students without altering the constructs and indicators being measured. Item validity was analyzed using the Corrected Item-Total Correlation with the aid of SPSS; with 24 try-out respondents and a significance level of 5%, the r-table value used was 0.404, and an item was declared valid if the calculated r-value was ≥ 0.404. Based on the try-out results, the self-esteem scale yielded 14 valid items out of 44 initial items, the social anxiety scale yielded 21 valid items out of 24 initial items, and the self-confidence scale yielded 24 valid items out of 52 initial items. Reliability was tested using Cronbach's Alpha coefficient, yielding values of 0.860 for the 14-item self-esteem scale, 0.954 for the 21-item social anxiety scale, and 0.925 for the 24-item self-confidence scale, all indicating adequate internal consistency and confirming that all instruments were reliable for use in the main study.

Data Analysis Technique

Data analysis was conducted using IBM SPSS Statistics version 29. Before hypothesis testing, prerequisite analysis tests were carried out, comprising normality and linearity tests for the correlation analysis, and residual normality, linearity, multicollinearity, autocorrelation, and heteroscedasticity tests for the multiple linear regression analysis. The first and second hypotheses were tested using Pearson's Product Moment correlation to determine the direction and strength of the relationship between self-esteem and self-confidence, and between social anxiety and self-confidence, at a significance level of 5% ($\alpha = 0.05$); a relationship was declared significant if $p < 0.05$. The third hypothesis was analyzed using multiple linear regression to test the simultaneous relationship of self-esteem and social anxiety with self-confidence, including the model significance test (F), partial regression coefficients, and the coefficient of determination (R^2), using the regression model $Y = a + b1X1 + b2X2 + \varepsilon$, where Y is self-confidence, X1 is self-esteem, X2 is social anxiety, a is the constant, b1 and b2 are the regression coefficients, and ε is the error term. All hypothesis tests used a significance level of 5% ($\alpha = 0.05$); the correlation coefficient was used to interpret the direction and strength of the relationship, while R^2 was used to determine the proportion of variance in self-confidence that could be explained simultaneously by self-esteem and social anxiety.

RESULTS AND DISCUSSION

This study was conducted at Madrasah Aliyah, South Kalimantan, involving 94 grade XI students selected using the Slovin formula from a total population of 123 students. The demographic description of the subjects is presented in Table 1.

Table 1. Demographic Data of Subjects

Demographic	Category	N	%

Gender	Male	35	37.2%
	Female	59	62.8%
Age	16	21	22.3%
	17	58	61.7%
	18	13	13.8%
	19	2	2.1%

Based on Table 1, the majority of subjects were female (59 students, 62.8%), while male students numbered 35 (37.2%). In terms of age, most subjects were 17 years old (58 students, 61.7%), followed by 16 years old (21 students, 22.3%), 18 years old (13 students, 13.8%), and 19 years old (2 students, 2.1%).

Product Moment Correlation Test

To carry out a correlation test, the prerequisite tests are done first, as follows.

Normality Test

The normality test was conducted using the Kolmogorov-Smirnov test at a 5% significance level. Data are considered normally distributed if the significance value (p) ≥ 0.05. The results (Table 2) showed significance values of 0.200 for self-esteem (X1), 0.067 for social anxiety (X2), and 0.056 for self-confidence (Y), all exceeding 0.05, so the data were normally distributed and eligible for further analysis.

Table 2. Normality Test Results

Variable	K-S Statistic	df	Sig.
Self-Esteem (X1)	0.072	94	0.200
Social Anxiety (X2)	0.092	94	0.067
Self-Confidence (Y)	0.128	94	0.056

Correlation between Self-Esteem (X1) and Self-Confidence (Y)

The linearity test using the Deviation from Linearity value produced a significance of 0.051 (> 0.05), indicating that the relationship between self-esteem and self-confidence is linear, so the Pearson correlation analysis could proceed. The correlation test (Table 3) yielded a correlation coefficient of r = 0.598 with a significance of 0.000 (< 0.05), so H0 was rejected and H1 accepted: there is a significant positive correlation between self-esteem and self-confidence, categorized as a fairly strong positive relationship. This means that the higher students' self-esteem, the higher their level of self-confidence.

Table 3. Correlation between Self-Esteem and Self-Confidence

Variable	r (Pearson)	Sig. (2-tailed)
Self-Esteem (X1) – Self-Confidence (Y)	0.598	0.000

Correlation between Social Anxiety (X2) and Self-Confidence (Y)

The linearity test produced a Deviation from Linearity significance of 0.078 (> 0.05), indicating that the relationship between social anxiety and self-confidence is linear. The correlation test (Table 4) yielded a correlation coefficient of r = -0.350 with a significance of 0.001 (< 0.05), so H0 was rejected and H1 accepted: there is a significant negative correlation between social anxiety and self-confidence, categorized as a moderate negative relationship. This means that the higher students' social anxiety, the lower their level of self-confidence.

Table 4. Correlation between Social Anxiety and Self-Confidence

Variable	r (Pearson)	Sig. (2-tailed)
Social Anxiety (X2) – Self-Confidence (Y)	-0.350	0.001

Multiple Linear Regression of X1 and X2 on Y

Before hypothesis testing, the classical assumption tests for the regression model were conducted, comprising normality, linearity (visually inspected via a ZPRED-ZRESID scatterplot, which showed a random pattern), multicollinearity, autocorrelation, and heteroscedasticity. A summary of the assumption test results is presented in Table 5.

Table 5. Summary of Classical Assumption Test Results

Test	Statistic	Result
Normality (residual) – K-S / Shapiro-Wilk	Sig. = 0.115 / 0.165	Normally distributed
Multicollinearity (Tolerance / VIF)	0.897 / 1.114	No multicollinearity
Autocorrelation (Durbin-Watson)	dW = 1.706	Inconclusive zone
Autocorrelation (Runs Test)	Sig. = 0.836	No autocorrelation
Heteroscedasticity (Sig. X1 / X2)	0.053 / 0.203	No heteroscedasticity

The multicollinearity test showed Tolerance values of 0.897 (> 0.10) and VIF values of 1.114 (< 10) for both independent variables, indicating no multicollinearity. The Durbin-Watson value of 1.706 fell within the inconclusive zone (dL = 1.6211 < dW < dU = 1.7078), so a Runs Test was conducted, yielding an Asymp. Sig. (2-tailed) of 0.836 (> 0.05), confirming no autocorrelation in the residuals. The heteroscedasticity test showed significance values of 0.053 (X1) and 0.203 (X2), both above 0.05, indicating homoscedasticity. All classical assumptions were therefore met, and the regression model was suitable for further analysis.

F Test (Model Fit) and t Test (Partial Significance)

The F test was conducted to determine whether self-esteem and social anxiety simultaneously influence self-confidence. The results (Table 6) showed F = 28.553 with a significance of 0.000 (< 0.05), so H0 was rejected: self-esteem and social anxiety together have a significant effect on

self-confidence, with a coefficient of determination (R^2) of 0.386, meaning both variables explain 38.6% of the variance in self-confidence, while the remaining 61.4% is explained by other factors outside the research model.

Table 6. F Test and Coefficient of Determination (R^2)

Predictor	F	Sig. (F)	R^2
X1, X2 → Y	28.553	0.000	0.386

The t test results (Table 7) showed significance values of 0.000 for X1 and 0.045 for X2 (both < 0.05), so H0 was rejected for both variables: self-esteem and social anxiety each partially have a significant effect on self-confidence. The resulting regression equation is Y = -7.772 + 0.237X1 + 0.054X2 + ε. The regression coefficient for X1 (0.237) indicates that every 1-point increase in self-esteem increases self-confidence by 0.237 points, assuming X2 is constant, while the regression coefficient for X2 (0.054) indicates that every 1-point increase in social anxiety increases the regression estimate of self-confidence by 0.054 points, assuming X1 is constant. Based on the magnitude of the standardized coefficients, self-esteem has a stronger influence on self-confidence than social anxiety, although both variables contribute significantly to explaining the variability in students' self-confidence.

Table 7. Multiple Regression Coefficients

Model	B (Unstandardized)	Sig. (t)
(Constant)	-7.772	-
X1 (Self-Esteem)	0.237	0.000
X2 (Social Anxiety)	0.054	0.045

Discussion

Correlation between Self-Esteem and Self-Confidence

Based on the Pearson correlation analysis, the first hypothesis is accepted: there is a significant positive correlation between self-esteem and self-confidence. This means that the higher students' self-esteem, the higher their level of self-confidence. Psychologically, students who view themselves as worthy and capable tend to be more confident in various situations, both academic and social. Positive self-esteem helps students recognize their own potential, making them better prepared to face challenges, express opinions, and make decisions. This finding is consistent with (Wardhana, et.al., 2024) which states that self-esteem is an individual's subjective evaluation of themselves that influences behavior, including self-confidence. Individuals with high self-esteem generally show independence, optimism, and confident attitudes.

Correlation between Social Anxiety and Self-Confidence

The analysis results show that the second hypothesis is accepted: there is a significant negative correlation between social anxiety and self-confidence. This means that the higher students' social anxiety, the lower their level of self-confidence. Students with high social anxiety tend to fear negative judgment, feel nervous, and avoid social interaction, which hinders active participation and lowers self-confidence (Elfariani & Anastasya, 2022)

This finding is consistent with the theory of (Bahri & Kholidin, 2024), which states that social anxiety is a persistent anxiety about negative evaluation and fear in social situations, encompassing fear of negative evaluation, social avoidance in new situations, and general social distress, all of which contribute to decreased self-confidence. This finding is reinforced previous studies: (Wardhana, et.al. 2024) found a negative correlation between social anxiety and self-confidence among adolescents aged 13–17 across various educational levels in Indonesia; (Nugroho, et.al., 2024) also showed that high self-confidence is associated with lower social anxiety among students at SDN 31 Saiyung; (Rahayu, et.al., 2026) found a strong negative correlation between anxiety and self-confidence among students at SMA Negeri 1 Ngimbang; and (Wardah, 2020) stated that students with introverted tendencies tend to show passive communication, avoid eye contact, and have low self-confidence. Schools therefore need to pay attention to managing social anxiety through individual and group counseling, social skills training, and cognitive approaches, alongside fostering an inclusive, stigma-free learning environment.

Simultaneous Correlation of Self-Esteem and Social Anxiety with Self-Confidence

Based on the multiple linear regression analysis, the third hypothesis is accepted: self-esteem and social anxiety simultaneously have a significant effect on the self-confidence of Grade XI students. Individually, self-esteem has a positive and significant effect on self-confidence, whereas social anxiety has a negative and significant effect. The analysis results also indicate that self-esteem exerts a more dominant influence than social (Aryanto, et.al., 2021)

These findings indicate that self-confidence is influenced not only by an individual's self-assessment but also by their ability to manage anxiety in social interactions. Theoretically, these results align with (Shobihah et al., 2026) who state that self-confidence is grounded in belief in one's own abilities, optimism, objectivity, responsibility, rational thinking, and realism. These findings are also supported (Pribadi & Erdiansyah, 2019), who demonstrate the interrelationship between self-esteem, self-confidence, and other psychological aspects in adolescents.

These findings indicate that self-esteem and social anxiety simultaneously play a role in shaping the self-confidence of grade XI students at Madrasah Aliyah. Strengthening self-esteem is more effective in improving self-confidence, but managing social anxiety remains necessary. Therefore, the development of self-confidence needs to be carried out in an integrated manner through strengthening internal aspects and managing social anxiety. The practical implications of these findings encourage teachers, counselors, and parents to provide support in academic, emotional, and social aspects through programs to strengthen self-esteem and manage social anxiety, such as social skills training, counseling, and the creation of a supportive and inclusive learning environment to promote optimal self-confidence development.

CONCLUSION

Based on the results of this study, it can be concluded that self-esteem and social anxiety are significantly correlated with the self-confidence of grade XI students at Madrasah Aliyah, both partially and simultaneously.First, the analysis results show that self-esteem has a significant positive correlation with self-confidence ($r = 0.598$; $p < 0.05$). The higher students' self-esteem, the higher their self-confidence. Students with a positive self-view are better able to express themselves, make decisions, and face challenges, confirming that self-esteem plays an important role in shaping self-confidence.

Second, the analysis results show that social anxiety has a significant negative correlation with self-confidence ($r = -0.350$; $p < 0.05$). The higher students' social anxiety, the lower their

self-confidence. Anxious students in social situations tend to avoid interaction and doubt their own abilities, making social anxiety an inhibiting factor for self-confidence.

Third, the multiple linear regression results show that self-esteem and social anxiety simultaneously have a significant effect on self-confidence ($F = 28.553$; $p < 0.05$; $R^2 = 0.386$), with self-esteem contributing more dominantly. Therefore, improving self-confidence needs to be accompanied by strengthening self-esteem and managing social anxiety in an integrated manner. Schools are advised to develop programs that strengthen students' self-esteem through motivation, appreciation, and a supportive learning environment, while also managing social anxiety through individual and group counseling and social skills training. Future research is recommended to include additional variables, such as social support, parenting style, or personality, and to expand the research subjects to different school levels and settings.

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AUTHOR CONTRIBUTIONS

Lutfia Maulidya: Conceptualization; Data curation; Investigation; Writing – original draft.

Ani Wardah: Supervision; Validation; Writing – review and editing.

Nurul Auliah: Supervision; Validation; Methodology.

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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